

5-2014


First Birthday 2013-2014 Project Brochure

Innovation Lab

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HAPPY 1st BIRTHDAY INNOVATION LAB

Join us
as we *celebrate* the
1st ANNIVERSARY of the
CENTRAL FALLS SCHOOL DISTRICT

★ & ★
RHODE ISLAND COLLEGE
partnership

The INNOVATION LAB

This showcase brings together students, faculty, parents, & community partners who have created a wide range of collaborative projects between the district & at the college. Meet the students & faculty involved, learn about the projects, & hear about the accomplishments, the learning, & the challenges. We take great pride in the efforts of these learning pioneers the first to move us toward achieving together.

[http://www.ric.edu/
innovationlab/](http://www.ric.edu/innovationlab/)

Achieving Together THE CENTRAL FALLS
RHODE ISLAND COLLEGE *Innovation Lab*





Rhode Island College and the Central Falls School District are partners in Achieving Together: The Central Falls/Rhode Island College Innovation Lab (the Innovation Lab). This unique, first-in-the-nation collaboration has the potential to provide a PK-12 and post-secondary urban education model that offers a new paradigm for state and national replication.

The Innovation Lab presents a unique opportunity -- a catalyst for creating a vibrant shared community where new models of learning, teaching and service are developed, piloted and researched. This mutually beneficial partnership will meet the diverse needs of the residents of Central Falls; advance teaching, learning and research at Rhode Island College; and serve as an innovation laboratory for developing and piloting sustainable and replicable programs in urban education, community development and healthy communities.

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**2013-2014
PROJECTS!**



Central Falls Documentary Project

During the Spring 2014 semester 9 students, with guidance from Dr. Anthony Galvez, in COMM 450 took on the task of shooting a documentary about the unique collaboration between Central Falls School District and Rhode Island College. Starting in January, Dr. Galvez and his students have spent countless hours researching, writing, shooting, and editing the documentary. The project, to date, has benefited the students by introducing them to notion that people can make a difference, and that they have what it takes to mount a high profile production. With high ambitions the students are hoping to get the documentary aired nationally on PBS.

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Eyes on the Ground: Preparing Teachers Through Clinical Observations

Students from SED 406, Instructional Methods, Design, and Technology, will be presenting what they have learned from a semester of observations at Central Falls High School. The emphasis has been on integrating educational theory with real-world practice.

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Focus and Resilience Through Yoga and Mindfulness

This multi-level project of the Rhode Island College/Central Falls School District provided yoga and mindfulness to diverse groups within the Central Falls school system during the spring semester. The first of the three parts of this project were one-hour Saturday yoga classes for high school students led by Vanessa Percoco, who teaches at the Henry Barnard School, and facilitated by Louis Lanni, a physical education teacher at CFHS. These yoga sessions were for students who need credits in physical education. Vanessa also is teaching yoga for an after-school program at Calcutt Middle School on Thursdays. The second aspect of this project included weekly yoga/mindfulness sessions offered in the Guide to Success (G2S) and Transitional Scholars programs at Central Falls High School and to fourth graders at Veterans Elementary. These sessions were taught by instructors from ResilientKids, a secular, nonprofit organization dedicated to “building focus, balance, and self-confidence through yoga and mindfulness at school.” Brian Crookes, JoAna

Joe-Daou, and Beth Earle were the teachers who supported this work in their classrooms. Bi-weekly yoga/mindfulness offerings for CFHS teachers, led by RIC faculty member Janet Johnson, formed the third and final part of this project. Concentration, breath awareness, and self-inquiry were the principles of these sessions.

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ExCEL (ExCelle in College for English Learners): Focus on Access to College for Talented Advanced Bilinguals

Project ExCEL (Excellence in College for English Learners) is an academic initiative at Rhode Island College aiming to expand college access for talented bilingual students. Because the process of acquisition of academic English for non-native speakers of English is complex and extends over several years, many highly capable, literate

and academically talented advanced bilinguals often do not have all the mainstream English courses required for admission to a four-year college or university. In close partnership with high school and other counselors, Project ExCEL @ RIC enrolls bright, accomplished bilinguals with established success in academic subjects and provides them the opportunity to pursue a Rhode Island College degree.

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Learning in Kindergarten: On Listening to, Observing, and Teaching Young Writers

Early Childhood students have spent the semester at Robertson Elementary School, teaching language arts in two kindergarten classrooms. Twenty-four students and one professor board the bus at RIC and on the twenty-five minute ride students reflect on their previous teaching or what they learned having observed their partners teach.

Always, we are greeted with a welcome note on the easel out front, and squeeze into to the tiny principal's office where we prepare for upcoming teaching. Students then present their lessons in reading and writing and confer with their groups of children. They meet with teachers during the teachers' lunch to process the time there, and we talk, reflect, and plan on the bus ride back to the college. These Early Childhood teacher candidates are learning how to observe young writers, name elements of craft and conventions of writing that the children apply in their stories, and make plans for next teaching.

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Clinical Preparation for Secondary Teacher Candidates

In an effort to begin piloting a clinically based teacher preparation course, we took a required secondary education course out into Central Falls High School. We wanted to see what happens when we created an experientially based teacher education course. The pilot is completing its second semester. The first semester the class met on a school bus and the second semester, it met only at CFHS. The theoretical framework of the course and many of the practices come from a blue ribbon panel report by NCATE, which called for more clinically based practice. Students in the course are taught about teaching methodology and techniques and are able to observe real students in real classrooms each meeting. They are also able to interact with school personal, through panels and individual conversations, to not only learn about teaching practices but also see them in action.

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**Promoting Healthy Eating and
Wellness Habits Through a Food Logging
and Blogging Project With 5th Grade and
College Students**

Rhode Island College students enrolled in a nutrition course along with fifth grade students in classes at Calcutt Middle School and Henry Barnard School embarked on a food logging and blogging project aimed to increase knowledge and skills that support healthy eating. Learning opportunities including blogging, completion and analysis of food logs, creating healthy eating plans, and face-to-face discussions will provide students with a real audience to share ideas and knowledge surrounding a variety of nutrition topics. Fostering this collaborative learning community will improve student learning through implementation of an innovative learning project.

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Clinical Mental Health Counseling Practicum Student in Central Falls High School

As a Mental Health Counseling practicum student, Marta López works under the supervision of Patricia Martinez, LICSW, Executive Director of Family Engagement and Rosi Smith, School Counselor. Marta has been involved in shadowing the Counseling staff, providing individual counseling to students, conducting biopsychosocial assessments, and writing progress notes.

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Risk and Protective Factors Associated with Early Adolescent School Adjustment

This semester students enrolled in Dr. Cook's developmental research methods class (Psyc 473) at Rhode Island College collected data regarding risk and protective factors and academic adjustment from students at Calcutt Middle School. The goal of this project as conceptualized by Emily Cook and Edda Carmadello, Director of Student Services at Central Falls, was to gather information about factors associated with 8th grade students' academic adjustment that could be used to inform the high school regarding the needs of these students. Students at RIC developed a revised version of the School Success Profile (SSP) which looks at different factors (neighborhood, family, peer, school and individual) associated with students' academic adjustment (GPA, school engagement, and trouble avoidance at school). With the help of Principle DosSantos and Christine Miller consents were sent home to parents through the student's advisory period two weeks before data collection. Twenty-three of those were returned back allowing participation in the project. Rhode Island College students administered the SSP to students at the middle school on March 25th. Students at RIC are currently in the process of analyzing that information to inform key personal at Calcutt Middle School about factors that might increase academic achievement during early adolescence. We hope to continue this partnership in the future on a larger scale with more student participation and several grade levels to examine how academic adjustment may change over middle and high school.

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Central Falls School District and Rhode Island College School of Social Work Collaborative

The School of Social Work has placed six students throughout the Central Falls School District for their BSW and MSW field education experience. Students have the opportunity to practice and develop the social work skills they have been learning through their academic studies. We currently have 3 students placed at Central Falls High School, 2 students at Ella Risk Elementary, 1 student at Calcutt Middle School, and 1 student at Captain Hunt Early Learning Center. The RIC interns are currently involved in the following various activities:

- *Provide CF students, and in some cases their parents, social and emotional support in order to increase CF student academic success*
- *Support of CF teachers in the classroom with specific focus on improving student classroom behavior*
- *Provide individual and group counseling and/or support in response to school crisis*
- *Develop and implement strategies to increase student attendance*
- *Attend and participate in student IEP meetings*
- *Conduct research to assess intern impact at the high school level*

Our plan is to continue building our relationship with CF schools by placing social work interns throughout the school district. We also plan to continue our efforts in applying evidence based practice intervention strategies and evaluate our progress during upcoming years.

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Extended Student Teaching Pilot Project at Central Falls High School

The Extended Student Teaching Project at Central Falls High School provided two Secondary English teacher candidates (student teachers) from the Feinstein School of Education and Human Development (FSEHD) the opportunity to student teach Fall 2013 and then stay on as long term substitute teachers until the end of the school year. The purpose of this project was to design and implement an innovative student teaching model that provided an extended clinical placement that met the needs of CFHS and RIC's FSEHD teacher preparation program. The Cooperating

Teachers and teacher candidates were trained in the co-teaching model and used the model some of the time in the classroom. Plans are being made to expand and improve this project with additional numbers and another secondary content certification area for next year. There were substantial benefits for CFHS, the Cooperating Teachers and their students, as well as the FSEHD teacher candidates.

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Picture of the Day – A Project in Flux

A project aimed at examining daily pictures drawn by pre-kindergarten students from the Captain Hunt School in Central Falls and the Henry Barnard Laboratory School is changing. We planned to look for similarities, differences, evidences of literacy development as well as use the drawings for assessment purposes. We are not certain if this project can continue in its present form. After many conversations and a visit it is apparent that Joanne and I have much to share with one another. Our teaching environments and styles may be very different but our view of the child is the same. All children are capable beings who deserve a rich educational environment. Overtime we will develop ways to collaborate, support each other's important work; basically develop the bonds of a critical friend.

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Rhode Island College Early Enrollment Program (EEP)

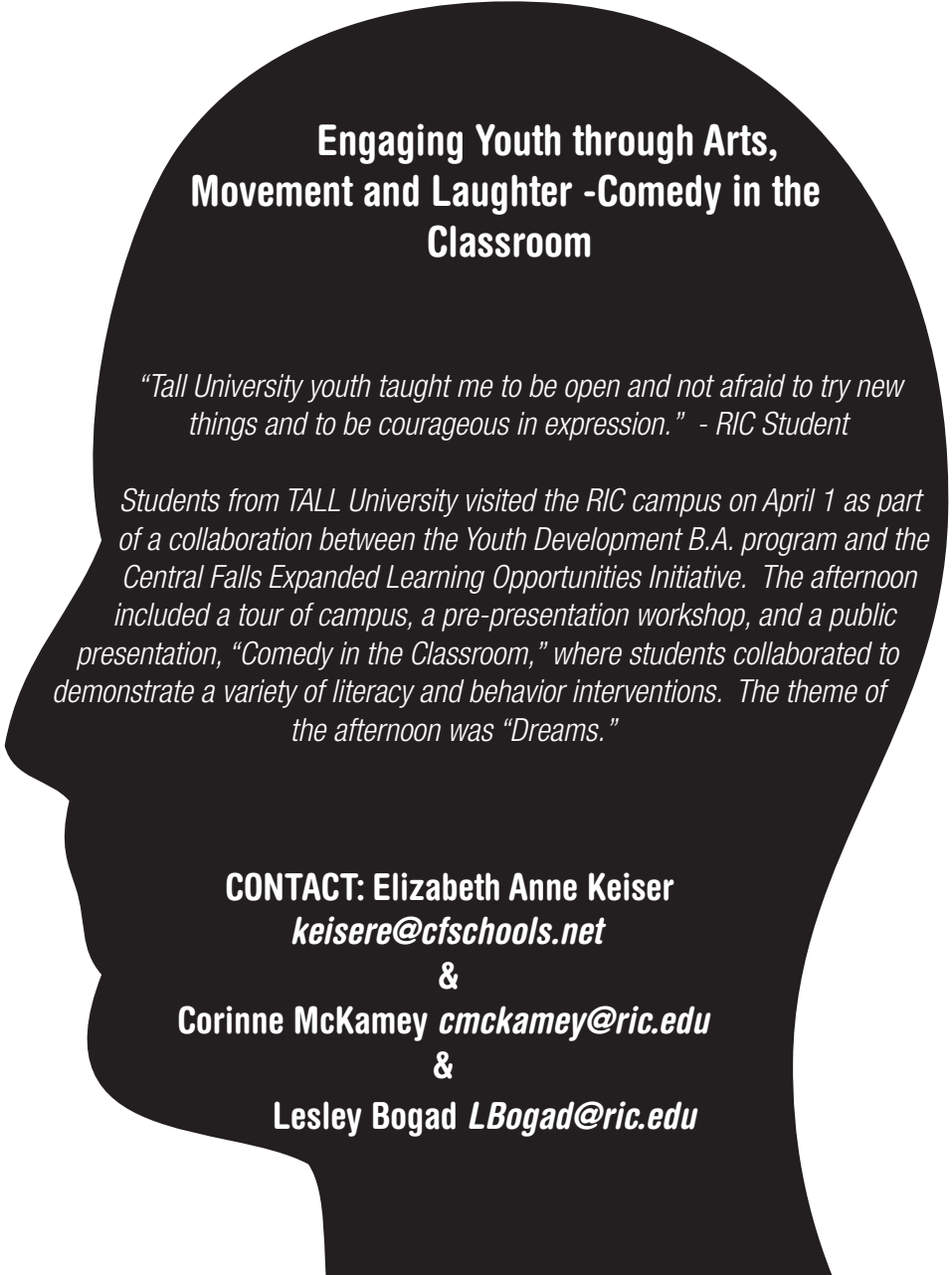
The EEP is a concurrent enrollment program that offers college credit from RIC to high school students, giving them a head start on college at a greatly reduced cost. Students earn both high school and college credit for certain designated courses. Central Falls High School is offering three 4-credit EEP courses this year: English 118, Biology 111 and Art 201. The award of credit is not based on standardized testing, but on the student's performance throughout the class(es) and the grade earned.

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Aquatic Program

Special Education students from the Significant Intellectual Disabilities Programs utilize the Rhode Island Recreation Center Recreation Center Pool on a bi-weekly basis during the fall, spring and summer. Teachers and support staff provide aquatic activities for students with varying disabilities. Students are building relationships with friends while learning to swim, practicing daily self help skills, participating in the community and experiencing the college campus

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Engaging Youth through Arts, Movement and Laughter -Comedy in the Classroom

"Tall University youth taught me to be open and not afraid to try new things and to be courageous in expression." - RIC Student

Students from TALL University visited the RIC campus on April 1 as part of a collaboration between the Youth Development B.A. program and the Central Falls Expanded Learning Opportunities Initiative. The afternoon included a tour of campus, a pre-presentation workshop, and a public presentation, "Comedy in the Classroom," where students collaborated to demonstrate a variety of literacy and behavior interventions. The theme of the afternoon was "Dreams."

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Central Falls/Social Studies Secondary Education/Providence Independence Trail

During the Fall, 2013 semester, RIC began a partnership with the Providence Independence Trail for the purpose of creating educational tours with a place-based, experiential learning focus. Students enrolled in the Social Studies practicum participated in a tour of the sites along the trail. Students from Central Falls High School were invited to join us for the tour. One RIC student, who has a keen interest in history made the trek to downtown Providence and offered his feedback on the activities and sites along the way. As a result of this initial collaboration and in consultation with Social Studies teachers and administrators at Calcutt Middle School will be invited to participate in the pilot walking tour of the Providence Independence Trail in late April and May 2014. Participating teachers will be invited to attend a summer workshop sponsored by the Independence Trail Educational Foundation where they will have the opportunity to create lesson plans built around the many sites located on the trail.

RIC students enrolled in the practicum course for Secondary Social Studies/History Education will also be completing their middle school placements on the Calcutt Middle School campus during the Fall, 2014 semester. As part of the field experience students will work with Calcutt Social Studies faculty to create and implement additional place-based, experiential lessons for the walking tour of the Providence Independence Trail and they will implement the lesson during their time at Calcutt. Calcutt students will create their own walking tour of Central Falls upon their return to campus under the guidance of RIC students and their social studies teacher.

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Parent College-A Place for Parents and Community Partners to Come Together

The Parent College mirrors the Community School Model where public schools have become the hubs; coming together with a wide and diverse range of community partners to integrate academics, health, social-emotional education and parent engagement to improve parent and student learning. The Parent College is providing free courses that will equip families with the skills and knowledge to become advocates, build their confidence, and become lifelong learners and partners in their children's education. Classes are available in English and Spanish, and in an effort to meet the language needs of our growing Cape Verdean

community some workshops are offered in Creole. The Parent College is offered three evenings per week (Tuesday, Wednesday and Thursday) at Calcutt Middle School. Every effort is made to eliminate any barriers that might prevent interested parents from participating such as childcare. Perhaps and equally important is the partnership with Aramark, the District's food service provider, who offers our families the opportunity to enjoy a free family dinner! Please visit our display to learn more about the workshops and courses offered through the Parent College.

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HBS-CFHS Mentoring Program

9th grade students from Central Falls High School work with 2nd graders at Henry Barnard School to create story books which incorporate collage art and text to weave a story. Both groups of students benefit from the experience by refining their writing skills. In addition they interact with a person from another RI community. They discover similarities in their experiences as well as differences. This helps to bridge the 6 mile gap between the two schools.

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CF/RIC ESL Cohort collaboration

The CF/RIC ESL Cohort collaboration is an effort to support equity in education by providing teachers and administrators an opportunity to obtain an ESL certificate. Central Falls District and School leadership are committed to providing all students with highly qualified and skillful teachers that are able to meet individual academic, socio-emotional, cultural and language development needs. At Central Falls High School our goal is to have all teachers certified in ESL and we require all teachers to obtain this credential.

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Campus Friday Initiatives

Campus Friday is an initiative for the students, parents, and teachers of Central Falls to visit the Rhode Island College Campus every Friday. This initiative allows visitors to take advantage of various opportunities such as classroom observations, exposure to college life and heightening the student's academic interests by using labs, touring the campus, and interacting with college students and staff to build relationships and bridge the gap between high school and college.

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Becoming an Early Childhood Literacy Teacher: Lessons from Captain Hunt

In this partnership, Carolyn Obel-Omia (Elementary Education, RIC), Jen Banos and Diane Dilorio (Preschool teachers, Captain Hunt Early Learning Center) developed a practicum experience in which RIC Early Childhood teacher candidates spent one morning a week immersed in preschool classrooms at Captain Hunt. Teacher candidates created literacy centers that connected with ideas and concepts fundamental to the classroom community: 'We are all different, we are all the same'; and 'We communicate our ideas through writing and drawing'. The relationship between the teachers and teacher candidates included side-by-side teaching, and reflecting and planning meetings after teaching. Teacher candidates created Family Literacy Bags based on the understanding they developed of their students, their families and their community. These bags included books and materials for activities designed to engage families around literacy concepts such as environmental print and letter recognition in their homes and neighborhoods. Future goals for this developing partnership are provide opportunities for teacher candidates and preschool caregivers to connect, deepening the teacher candidates' understanding of the value of school-home partnerships, and providing families with opportunities to be more fully informed and involved in their child's school literacy experiences.

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